

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Discussion of TELL Kentucky Survey Results and Possible Policy Implications (Study Session)

History/Background:

Existing Policy. The Kentucky Teacher and Leader Working Conditions Coalition was formulated to provide oversight and guidance to the design, development and deployment of the TELL Kentucky Working Conditions Survey. On June 25, 2010, Commissioner Terry Holliday extended an invitation to participate in the coalition to the following education partners: Council on Postsecondary Education, Education Professional Standards Board, Kentucky Education Association, Jefferson County Teachers Association, Kentucky Association for School Administrators, Kentucky Chamber of Commerce, Kentucky Parent Teacher Association, Kentucky General Assembly, Kentucky School Boards Association, Kentucky Association of School Councils, Kentucky Association of School Superintendents, Pritchard Committee, Partnership for Kentucky Schools, universities, superintendents, teachers and principals.

The survey was conducted during spring 2011. The New Teacher Center, a national organization that specializes in assisting states with improving student learning by accelerating the effectiveness of teachers and school leaders, assisted the Kentucky Department of Education in administering the survey and will continue to provide support in developing resources and tools as follow-up that is tied directly to the survey results.

The TELL Kentucky Survey assessed the eight teaching condition areas of Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development and Instructional Practices and Support. Additionally, questions about induction were asked of novice teachers (those in their first three years in the profession) and principals were surveyed about supports they receive from their school district. Research by the New Teacher Center has demonstrated these conditions are essential elements of student achievement and teacher retention. The survey was customized for the state of Kentucky and included questions specific to school-based decision making councils.

Attached for the board's review is an "Executive Summary of General Trends" from the 2011 TELL Kentucky Survey prepared by staff at the New Teacher Center. It summarizes key findings from the preliminary analyses of the survey data.

Kentucky Department of Education staff from the Office of Next-Generation Schools and Districts as well as a representative of the New Teacher Center will be present at the June 7 KBE study session to discuss the survey results and possible policy implications that arise from the data analysis. Additionally, prior to the June meeting, the board will be receiving under separate cover from the Agenda Book, recommendations from the Kentucky Teacher and Leader Working Conditions Coalition based on the survey results.

Impact on Getting to Proficiency:

Kentucky educators, stakeholders, and policymakers can make informed decisions to improve the teacher and learning conditions in all Kentucky schools. Specifically, the Kentucky Department of Education will use this data with our persistently low-achieving schools for targeted intervention as referenced in 703 KAR 5:180. Finally, the results of the TELL Kentucky Survey will provide key data points supporting potential policy decisions.

Contact Person:

Larry Stinson, Associate Commissioner
Office of Next-Generation Schools and Districts
(502) 564-5130
Larry.Stinson@education.ky.gov

Commissioner of Education**Date:**

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